



YOUTH AS ACTIVE CITIZENS REPORT

YOUTH WORKING TOWARDS THEIR RIGHTS TO
EDUCATION AND SEXUAL REPRODUCTIVE HEALTH

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GLOSSARY OF ABBREVIATIONS

ACAPES	Association Culturelle d'Auto-promotion Educative et Sociale
CBO	Community Based Organisations
CDFU	Communication for Development Foundation Uganda
CORO	Committee of Resource Organisations for Literacy
CSO	Civil Society Organisation
CVO	Civil Society Organisation (Uganda)
DISHA	Development Initiative Supporting Healthy Adolescents
EVA	Education as a Vaccine
GEA	Group Education Activities
GEMS	Gender Equity Movement in Schools
HCP	Health Communication Partnership
ICRW	International Center for Research on Women
ICT	Information Communication Technology
IDS	Institute of Developmental Studies
INGO	International Non-Governmental Organisation
ITA	Idara-e-Taleem-o-Aagahi
JPEG	Youth for Gender Equity
LSBE	Life Skills Based Education
MDGs	Millennium Development Goals
M&E	Monitoring & Evaluation
NGO	Non-Governmental Organisation
ON	Oxfam Novib
ONCO	Oxfam Novib Country Offices
ONHQ	Oxfam Novib Head Quarters
OWUK	One World UK
PMRS	Palestinian Medical Relief Society
RADDHO	Rencontre Africaine pour la Défense des Droits de l'Homme
SAHE	Society for Advancement of Education
SRHE	Sexual and Reproductive Health Education
SRH(R)	Sexual and Reproductive Health (and Rights)
STIs	Sexually Transmitted Infections
TCC	Teacher Creativity Center
TCS	Teacher Creativity Sector
TISS	Tata Institute for Social Sciences
USAID	United States Agency for International Development
WASH	Water, Sanitation and Hygiene
YAC	Youth as Active Citizens
YAG	Youth Advocacy Group
YAGs	Young People Advisory Groups

YEAH	Young Empowered and Healthy
YPE	Youth Peer Educators
YR	Youth Researchers

INTRODUCTION

Development organisations have highlighted the potential of youth to strengthen democracy, address inequality and contribute to sustainable development. Active citizenship is regarded as vital for an effective and accountable government as well as a sense of personal empowerment. In countries of the Global South, where youth constitute a large and growing proportion of the population, the sustained participation of **Youth as Active Citizens (YAC)** is of heightened significance to the social and political conditions and opportunities. The places and spaces for the articulation of voice, however, are limited by the social hierarchies, norms and practices in each particular context as well as the diversity among the youth (e.g. gender, wealth, residence). These difficulties can result in the reduced participation of youth even in development initiatives intended to address their needs. Oxfam Novib (ON), alongside other organisations, has already started to focus on ways to engage youth and support their potential to encourage positive social change and the realisation of human rights.

The multiple benefits of encouraging youth to engage actively in their social and political lives have been widely acknowledged and this has become a key focus for intervention programmes by a range of development agencies. Although the productive potential of Youth as Active Citizens (YAC) might appear self-evident, it demands a significant shift in approach within projects, in this case, from 'doing for youth' to 'doing with youth' and eventually to 'doing by youth'. In the context of this ground-swell of interest and the diversity of approaches within the field, there is value in taking stock and reviewing different practices used to promote youth as active citizens. There is also value in reflecting on the ways that programmes and projects work in different contexts with diverse youth groups, and identifying good and successful practices, barriers and gaps as well as the potential for future initiatives.

ON has taken up this challenge by commissioning this research study to inform, shape and strengthen its work with Oxfam country offices (ONCO), local partner organisations and youth. Evidence from the desk review has been integrated with the empirical findings from the West Bank, Pakistan and Senegal. While the three ON-sponsored country programmes focused on YAC and their rights to education and sexual and reproductive health, lessons from this research will be informative for ON, as well other NGOs and agencies working in this emergent field of practice.

This report is organised into four sub-sections. It begins by drawing together examples of positive practice from a range of contexts to illustrate how barriers and gaps may be successfully addressed and overcome. This is followed by a sub-section of recommendations from the research which then leads into the third sub-section that includes a project checklist intended as guidelines for organisations starting or auditing YAC projects. The last sub-section focuses on the research methodology and the innovative use of Youth Researchers (YR) in this study. It includes a brief overview of the benefits of this approach, the details of the YR

indication and some critical reflection on the approach as a whole, which have implications for further research using YRs.

The study originally consisted of two phases, including a desk review (with the four sub-sections) and three country case studies (about the West Bank, Pakistan and Senegal). The case studies are not published in this final version of the report.



In the frame of the SRHR project, Juzoor targets also adolescents and Provide them with accurate information on SRH. (Juzoor, West Bank)

1. Good practice – overcoming barriers and gaps

Accessing youth

Time, space and opportunities for active participation in youth-focused activities are often threatened in contexts of poverty and of social restriction. It is evident that the creation of spaces is critical to achieving effective and meaningful youth participation. Clearly, higher youth involvement provides greater potential to increase project impact.

Save the Children (2001) reported particular success with sustained access to youth in three key ways:

1. By integrating programme activities into established community events, such as youth groups, after-school clubs;
2. Through engagement in informal – but regular – gatherings of young people;
3. By addressing issues of immediate concern to local youth in, for example, a meeting to discuss the lack of recreational facilities. In this example, the opportunity was also taken to include other youth-focused activities like music and performance, which has the effect of attracting more youth interest.

There are many examples of access to youth facilitated within communities by using existing publicly provided sites like youth/community centres, and schools, or voluntary institutions like faith-based organisations, churches and mosques. These formal institutions also added some credibility to activities, such that in Nigeria husbands permitted their wives to attend meetings held in the vocational school. This ensured the inclusion of young Muslim women who might have been very difficult to include otherwise (Harris, 2009). These are excellent examples of optimal ways of working through the **community and community-based organisations**. To add to the benefits, these spaces are often available at low cost.

In contexts of **extreme poverty**, however, YAC interventions demand significantly higher resources. The extra budgetary demands need to inform programme and project budgets and be integral to the planning and costs. The consequence of inadequate funding and poor planning is the continued exclusion of the most marginalised youth. Save the Children, for example, facilitated the engagement of marginalised youth in two ways: 1) through livelihood support, so that youth needed to travel less for work; and 2) by conducting activities at times that allowed working youth to attend (Save the Children, 2001).

Association Culturelle d'Auto-promotion Educative et Sociale (ACAPES), a key ON partner in Senegal, is a striking example of an organisation that facilitates education access and rights by delivering education outside and beyond the structures of the standard curriculum and school timetables. By providing alternative routes to education, ACAPES was instrumental in addressing school dropout. The success of this partner in delivering educational rights has been widely recognised in Senegal and it was described as a 'lifesaver' by some youth who benefited from educational access. Many who had gained alternative education through ACAPES went on to complete university-level studies.

Effective targeting of youth, however, is often best accomplished by **going where youth are**, rather than trying to assemble them at designated 'spaces' chosen by adults (UNICEF, 2010). The more complex cultural taboos around sexual and reproductive health (SRH) in particular interfere with their ability to access services and enact their rights even where these services are publicly available. For example, attending local clinics is likely to be subject to community surveillance, stigma or unwanted questioning that young people (especially females) prefer to avoid. In Senegal, the imaginative use of physical spaces already frequented by youth facilitated better youth access to SRH than the formal institutions. The importance of privacy, anonymity and '**safe spaces**' for youth around SRH was illustrated in the 'Apprendre à Vivre' project in Senegal in which a SRH-focused SMS helpline provoked a massive youth response. This is an excellent example of thinking through the practical and social difficulties from the perspectives of youth within their locality and in finding new accessible routes to access youth sexual and reproductive health rights (SRHR). The importance of safe spaces also has a strong gender dimension as shown in another example from Ghana where female-only spaces were accepted as safe spaces, in which otherwise excluded young women were able to take up their rights to education and opportunities to develop and exercise a range of skills and build their self-confidence (Akapire et. al, 2011).

In Senegal, **ICT and social media** was used with youth in an innovative approach to election monitoring. Through websites, databases and texts, youth were involved in sending reports from polling stations to a central system to ensure that elections were conducted in a fair and transparent way. Elsewhere, YouTube was used as a readily accessible way of reporting specific incidences of corruption. The use of different social media has facilitated youth participation and provided avenues, enabling their voices to be heard. ICT has also been used to advocate and disseminate youth citizenship issues to wider audiences; for example through the transmission of events such as 'Y'en a marre' ('Fed up') rap concerts in Senegal. Music concerts are appealing to youth audiences and provide an avenue for generating positive energy and interest in citizenship issues, which can be extended to multiple remote audiences through ICT.

Combinations of ICT, social media and multimedia have been particularly successful with SRH and gender equality issues. In Rio de Janeiro, Brazil, a radio-based soap opera was the basis of the successful 'Entre Nós' ('Between Us') campaign developed and implemented by Promundo and a group of young women and men peer educators, Youth for Gender Equity (JPEG). They used stories about a young couple and their friends to tackle first sexual experiences, condom use, unplanned pregnancy and adolescent parenthood, women's empowerment and gender equity. The radio soap opera was complemented by a set of comic books and a soundtrack with songs set to popular music styles and lyrics inspired by the campaign themes. A similar approach was adopted in a sexual health campaign in Uganda, called Young Empowered and Healthy (YEAH). In both cases media were used to attract and encourage youth participation and as a means to convey YAC/sexual health messages. The potential of communication technologies for YAC is enormous, because ICT has extensive reach and enables wide access,

connecting interest groups and providing spaces for youth voices. In addition, ICT provides virtual spaces that can be personalised, safe and confidential. As such, they can be used to overcome silences and taboos around SRHR issues.



A young girl highlighting the importance of adequate information on HIV/AIDS.
(Oxfam Pakistan)

Bridging cultural and religious norms

The ON YAC programme focuses on addressing barriers to youth participation and enabling them to claim their citizen rights in a range of countries and communities. As such, the main ON aims are to increase youth activity in the public arena and increase youth participation in claiming their rights to education and SRH. In many contexts, however, efforts to achieve these aims necessarily involve a challenge to traditional social practices and supporting cultural norms. These challenges can be dealt with in productive ways by working **with** communities.

In one example related to education, an innovative accelerated learning programme that targeted out-of-school children was initiated by the Society for Advancement of Education (SAHE) in Pakistan. A crucial element of the programme was its multi-pronged approach that included,

- * Community mobilisation to raise parents' awareness of the importance of education;
- * Building schools in the community;
- * Delivering a Fast Track curriculum, and
- * Ensuring secondary school enrolments by following young people who completed the primary level.

This approach – working with and through communities – was crucial for addressing SRHR, a topic which is usually surrounded by heightened cultural sensitivities and entrenched gender inequalities. Partner organisations in Pakistan, Senegal and the West Bank successfully built good relations with community groups and gained support from religious organisations, which enabled them to work on the sensitive issues in ways that were respectful of local culture. The implementation of a Life Skills Based Education (LSBE) curriculum, designed by the Pakistani partner organisation Aahung, in Pakistan, exemplifies a comprehensive multi-pronged process in which SRH issues were addressed as part of an integrated life skills curriculum package. The curriculum was developed through wide-scale consultation and agreement with parents, communities, youth and teachers, and followed through with teacher training and support. All of this has enabled young people in school to access information and develop understandings about SRH without resistance on cultural or religious grounds.

There are also examples of religion affording positive support in SRH initiatives. In the West Bank, the Palestinian Medical Relief Society (PMRS) used verses from the Qur'an to provide a space for women to participate in discussions about SRH. Using religious connections in a slightly different way, Juzoor, another partner in the West Bank, successfully extended SRH messages to men through local mosques. In addition, similar contextually and culturally-sensitive approaches to SRH were creatively used in Pakistan where religious leaders were asked to provide evidence from the Qur'an and Sunnah to show that the right to SRH information is not against the teachings of Islam. The inclusion of religious leaders to lend decisive support to SRH education was also apparent in Senegal where Imams became *des vecteurs de developements*, and actively relayed information to the community about child protection, women's protection and citizenship in their prayers.

Other creative approaches to SRH have started with an emphasis on health as a point of entry, through which to then raise sexual health issues. One example is the Development Initiative Supporting Healthy Adolescents (DISHA), designed, implemented and evaluated by The International Center for Research on Women (ICRW) and local partners in two states in India. The poorly-functioning public health systems in these states were the starting points for community mobilisation. The mobilisation ignited local support for youth SRH needs and was further sponsored by mass communication activities undertaken by community leaders. This also led to the creation of local community partnerships between adults and youth groups and signifies positive and less hierarchical inter-generational relations.

Local partnership and support

A key aim of YAC is to sponsor youth to become agents which means working **with** rather than **for** youth. Given the significance of context and community to the potential of YAC, projects that work **with** communities, rather than simply in them, appear to experience greater success. Building relationships with communities through consultation and partnership has offered access to a diverse range of youth groups, widened advocacy, direct support for youth,

avenues to address sensitive issues and provided a positive space in which project goals could be more easily realised.

Although local sensitivities, silences and taboos can present community resistance to youth claims to SRHR, especially for females, there are examples from the field that demonstrate the value of community involvement. The Yaari-Dosti (friendship or bonding among men) programme in India, based on the Entre Nós ('Between Us') campaign developed by Promundo, incorporated the community in the discussions which determined the key issues to be addressed and strategies for intervention. And also in Pakistan, there were efforts at wide-scale communication and consultation with communities and parents, as well as with religious leaders and government ministries, on the development of a SRH curriculum for schools. Empirical findings from Pakistan show that this approach was successful, because the health and education ministries approved the new curriculum with plans for implementation in schools within two years.

In Senegal, the positive value of multiple collaborations and partnerships was demonstrated in the success of the election monitoring project. This was coordinated in large part by One World UK (OWUK), who developed very useful partnerships across youth education organisations (such as ACAPES), and civil society organisations (such as Coalition of Civil Society Organisations for Elections, the Gorée Institute, Rencontre Africaine pour la Défense des Droits de l'Homme (RADDHO), Pop Dev) as well as some organisations with a gender focus (Réseau de Jeunes Filles Leaders). This wide-ranging partnership bolstered the focus on gender equality and was especially important for a widened advocacy reach.

In Guediawaye, Senegal, those interviewed from Intermondes and the local authorities described the value of multi-agency projects which involved local administration, local religious figures, delegués du quartier, schools, community schools, parents, ASC, NGOs, as well as youth. In the West Bank, other local organisations and bodies were either the focus of YAC activity or the means through which priorities were channelled. In the 'Social Audit', for example, INGOs and local NGOs were the focus of YAC activities that engaged youth to investigate their transparency and accountability and then present findings at open local events. Juzoor, on the other hand, worked with youth and women to channel SRHR issues by integrating them into existing projects, such as the Youth Parliament, Training of Trainers and Health Clubs.

The value and strength of multiple partnerships to support initiatives was also exemplified in the literature. The YEAH national sexual health campaign in Uganda was implemented by Communication for Development Foundation Uganda (CDFU) with technical assistance from Health Communication Partnership (HCP). At the regional level, young people's advisory groups (YAGs) involved young people in all stages of campaign development – planning, implementation and evaluation. Then at the district level, civil society organisations (CVOs in Uganda) were drawn into teams so that unnecessary duplication was avoided. These partnerships were integral to the success of the YEAH campaigns.

Another example of the positive possibilities in multi-party partnerships is provided by the Gender Equity Movement in Schools (GEMS) in India that brought together the ICRW, with the Committee of Resource Organisations for Literacy (CORO) and the Tata Institute for Social Sciences (TISS). The success of this partnership has led to a scaling up from the initial implementation in a restricted sample of schools. In another example, USAID in Senegal had a multi-dimensional approach involving the Population Council, Frontiers and government partnerships in a network of coordinated strategies to catalyse change in adolescent SRHR policy and practice. This successful programme was supported by local civic and religious leaders and received an overwhelmingly positive community response.

The positive impacts of working with youth, communities and multiple partner organisations have added value in contexts where the social and political conditions tend to exclude the youth voice and offer limited opportunities for active citizenship. Although the responsibilities of the state to citizens need to be pursued and exacted, youth can be supported by NGOs and other community based organisations (CBOs) in advocating for their rights and in improving their access to formal governance institutions, the media as well as private and civil society sectors. As each context is different this requires ON and partners to adopt a problem-solving approach to barriers to YAC that are locally relevant.



A play performed by the peer educators of the club Education à la Vie Familiale about raising awareness on SRHR - CEM-Collège d'Enseignement Moyen in Dakar, Senegal. (OneWorld UK)

Youth consultation and initiation

When issues were raised in and by youth-initiated projects, the youth were more invested in them and actively mobilised themselves and others. Youth respondents participating in NGO projects described the positive benefits of feeling confident, valued and respected when they were treated as equal partners. TCC's 'Project Citizen' in the West Bank is one example of a successful youth-initiated and managed project in which youth described feeling inspired and

hopeful for the future. Through this project, youth organised themselves to effect changes in their communities, addressing hygiene problems in the Ramallah hospital, cleaning the streets, meeting decision-makers to tackle issues of irresponsibility and corruption, and creating a literacy centre for females (mothers).

A youth advocacy group (YAG) in Nigeria that comprised 10 young people, aged 18-24 with a range of educational backgrounds, provides examples of more successful youth-initiated actions. They formed EVA (Education as a Vaccine) to engage in advocacy activities and YAG was the first youth group that was invited to attend a formal public hearing of stakeholders to discuss the draft HIV and AIDS anti-discrimination bill. YAG identified gaps in the bill and worked to muster support from other young people through video and in partnership with student unions. After a year-long process, the HIV and AIDS anti-discrimination bill was passed through the lower house of parliament with YAG's recommendations incorporated. They followed this with a Red Card campaign to facilitate the passage of the bill by the Senate, where youth were asked to send red post cards to senators to encourage them to pass the bill. To popularise the Red Card campaign, young people were encouraged to share the campaign message with their friends verbally and through social media channels, which included changing their Facebook profile picture to the Red Card and updating their profile status with campaign messages.

To an extent, these examples represent ideal cases in which youth are actively involved in raising concerns and exercising their citizenship rights. Their campaigns illustrate the positive energy of youth, the main contemporary issues that are important to them and their communities, and the need for ongoing activity. These examples also illustrate the challenges of YAC as a continual process of problem-solving and action in different contexts with changing youth concerns, priorities and spaces for engagement.

Research and Training

Using youth to work with other youth was seen as a successful strategy in YAC and in projects working with marginalised groups. It has been used successfully in SRHR. In the West Bank, Juzoor used peer-to-peer (child-to-child and mother-to-mother) education to tackle these sensitive issues of SRH education, often using health and hygiene issues as the starting point. A SRH education kit, games and posters were developed and local women received training to support the use of peer learning.

Elsewhere, **peer education and training** has been used as a central strategy, for example by USAID in Senegal where sensitive issues of SRH were being addressed. Seventy youth were recruited to act as peer educators, including at-risk youth, house servants, shoeshine boys, car washers, and teenage mothers. Over eight years, they reached 28,000 young people in three urban regions (see Appendix 5). Similarly, in Uganda, YEAH's sexual health campaign used peer educators and formed regional YAGs to ensure that young people were involved and consulted in all stages of campaign development – planning, implementation and evaluation.

Successful youth participation programmes have found that young people most often interact with those similar to themselves and identify peers as the most common source of information on sensitive issues such as SRH (Burns et al., 2004; UNESCO and UNAIDS, 2004; Focus, 2011). Trained Youth Peer Educators (YPE) served as role models in promoting social norms and values supportive of positive attitudes and behaviour and they are more likely to be considered culturally appropriate and accepted by youth (Focus, 2011). Quality YPEs have been found to successfully promote HIV prevention behaviours. In Zambia and elsewhere, YPEs have been found to be associated with some SRH risk-reduction behaviours, appropriate referrals, and use of SRH services by highly vulnerable youth, e.g. out of school youth and sex workers (Burns et al., 2004; Svenson, 2008).

Active learning was a key component of successful projects. The youth in the West Bank praised the summer camps held by Juzoor and PMRS for providing an environment where they actively learned new skills, rather than in a top-down way, which encouraged their participation. Learning new skills, having fun while learning and communicating in new ways, e.g. through theatre, were highlighted by youth in the West Bank as positive approaches for increasing youth participation. More examples of this included PMRS's work with youth using school radio and school magazines, and Juzoor's work with youth engaging with TV stations, and creating Facebook campaigns, animated films, postcards and a Palestinian 'passport'.

The value of learning and training was highlighted in a slightly different way with respect to the successful development and implementation of the SRH curriculum in Pakistan. The training of teachers was vital to addressing such sensitive issues in an acceptable way in the formal school curriculum. In Pakistan, evidence from the literature review underlined the success of the Access to Water, Sanitation and Hygiene (WASH) activities by Oxfam Great Britain in reducing school absenteeism and increasing achievement. This success in hygiene and education was directly related to the training of 10,000 girls and 450 teachers where key messages about good hygiene practices were shared. Similarly, in India, the success of GEMS was in its use of participatory methodologies such as roleplaying, games, debates and discussions, which engaged students in meaningful and relevant interactions and reflection about gender equality.

Training was integral to several successful programmes, including USAID's programme in Senegal that focused on SRHR, and The Development Initiative Supporting Healthy Adolescents (DISHA) in India. The DISHA programme included a youth skills and capacity component focused on building skills in areas such as communication, negotiation and leadership. It also worked to build young people's self-confidence and decision-making abilities through youth groups and youth resource centres.

The highlighted importance of youth leadership and management of YAC also includes engagement in research and evaluation. The value of research within and across projects implies the need for **youth researcher training**. A more systematic approach to research should

be accompanied by quality youth researcher training to facilitate the engagement of youth – from inception, to design, data collection, analysis and dissemination. This would help to ensure that the knowledge and learning generated are legitimate and useful to youth, to the organisations that support their citizens’ rights generally, and in relation to education, gender and SRH.



The Sexual and Reproductive Health Rights (SRHR) project works with children and adolescents on protecting them from all kinds of gender based violence (GBV). (Juzoor, West Bank)

In-country organisation

In most countries the links between ONHQ, ONCO and partner organisations was characterised by progressively devolved responsibilities that worked well to allow some **autonomy at country and project levels**. This flexibility enabled more context-appropriate programmes and projects. In general, the most positive relationships between ONCO, their partners and their youth constituents appeared to be in cases where there had been longer-term partnerships. For example, partnerships of between 9-12 years in both Pakistan and Senegal were widely regarded as among the most successful. The consensus across Pakistan, Senegal and the West Bank contexts was that these provided opportunities to build the **trust** required for positive relationships, equitable processes and optimal outcomes. These also contributed to positive views of partnerships associated with YAC as reported in interviews with youth who participated in NGO projects on youth.

Clear application procedures, partnership terms, transparent processes, baseline studies and the use of evaluation evidence to review projects and programmes are features of good practice. These provide opportunities to generate evidence about how best to achieve sustained success in YAC by enabling organisational learning, the capacity to respond to emergent conditions/issues and to extend projects where positive relationships and outcomes are evident. An organisational framework that ensures some uniformity as well as some autonomy and flexibility may only be achieved over time through cyclical processes of evaluation and review. Associated with this planning, the resources and costs of project activities are critically important for avoiding under-estimations of the higher costs of accessing marginalised youth.

Communication within and between local organisations and partners is valuable for **knowledge sharing** within countries. The work of other agencies in the field can be a useful way to learn about positive practices and support a coordinated, sustainable approach to YAC, especially with respect to harder-to-reach groups.

2. Recommendations

This section provides a coherent and annotated list of recommendations that have been informed by the desk and case study research (not published in this version of the study), that is, as derived from the literature, documents and respondent experiences in the field. They represent key learning points, many of which may already be informing practices in some contexts. As such, these recommendations are highlighting good and preferred practices while also acting as a reminder of where efforts might be focused to maximise the achievement of ON's aims and objectives with respect to YAC and youth's ability to claim their rights to education and SRH. The recommendations will also be useful to other organisations working in the field of youth rights.

List of Recommendations

1. There needs to be more information, publicity, a **wider consultation** process and **greater transparency** about the relationships and processes that comprise Oxfam Novib-supported programmes and projects in each country. This needs to include youth, ONHQ, ONCO, partners, state representatives and communities. The multiple implications of this include greater public communication, greater transparency and improved monitoring & evaluation. In this process, formal institutions and bodies such as ministries and key stakeholder organisations could be drawn in more to support YAC.
2. **Situational analyses** that include a local social and political analysis are an important precursor to intervention and programme development. These can help to embed YAC initiatives in country by elucidating points of connection with the state and government

bodies, CBOs, communities, youth organisations and other agencies and NGOs. They can also highlight productive spaces for action and intervention.

3. Where possible, there should be **coordination** with other organisations working within YAC and the priority areas. Where feasible, multi-agency partnerships could be formed in-country to strengthen the focus on YAC and the priority areas, heighten impact, enhance the wider outcomes and improve collective learning.
4. Processes of **youth consultation** and engagement should be the central focus of YAC activities. Listening to youth, finding the more organic spaces of youth interaction and using peer support are important elements of YAC that need resourcing to sustain motivation and enhance outcomes. Importantly, the central involvement of youth would provide an exemplar of the democratic processes and institutions that YAC seeks to promote.
5. **National strategies are needed on YAC, education and SRHR** and the ways that these are linked. A greater awareness of these connections among youth, partner organisations and ONCO will provide greater coherence to assist in programme coordination, information for external bodies, partners and communities, provide clarity, improve advocacy and enhance sustainability.
6. A wide-ranging **discussion of 'citizenship'** needs to be considered in ON to develop an articulated understanding of its multiple versions. This must involve the opening up of the more positive language of participation and empowerment, and linking it with more explicitly political and contentious discourses around rights and claims to rights. This should include attention to their respective potentialities, attendant risks and limitations within a range of national locations as a means for stakeholders to share understandings of the opportunities for and circumscription of YAC in specific contexts.
7. A system of **project and partner evaluations** need to be undertaken to gauge progress, assess outcomes, inform and (re-)direct activity, improve accountability and develop evidenced-based practice. This will be especially important for informing partnerships and for terminating ONCO-partner relationships.
8. There is a need to provide **training** and tools for partners and youth in a range of ways. A training needs analysis would help to identify what these are and to address them. This should be a combination of more open and creative problem-solving approaches around advocacy or community engagement, the employment of tools within projects and the use of specific methods that have been effective, e.g. peer support. Training events might be combined with ongoing situational analyses and shared learning.

9. At the programme level, specific strategies need to be developed, operationalised and evaluated to **improve the reach and engagement of the most marginalised people** in YAC activities and with the priorities. Equitable participation of diverse social groups needs to be integral to YAC activities. This is especially critical for those in more rural locations. Contextual and cultural constraints are likely to require more customised and creative approaches to involve women and minorities in YAC and ensure equity. The development of more contextually-appropriate priorities and projects would need to factor in the lifestyle demands of these groups including, for example, the domestic labour, the relative isolation and distance of rural communities, and other particular demands on different youth.



Active citizens in Pakistan working together to spread information about SRHR. (Oxfam Pakistan)

10. **Combine the elements of YAC, education and SRH** as far as possible. For example, approaches to education should include alternative provision (e.g. speed schools) and at the same time raise gender equity concerns around differentiated access as well as gender-friendly environments, gendered experiences and gender regimes in school. Similarly, gender equity concerns and/or health can also provide a route into the more sensitive issues around SRH.
11. **National advocacy on SRHR** is needed in its own right but also as fundamental to gender equalities and vice versa. There is a need for local advocacy and consultation to address the silences and to find the language and approach to these sensitive issues. This needs to include recognition of the fact that many youth are sexually-active and, irrespective of this, they need to be able to articulate their own sexualities, enjoy them, understand their rights and protect themselves from harm.

12. **A coherent approach to SRH** is needed that incorporates work within formal education, its inclusion as an essential part of the formal curriculum, as well as beyond formal educational institutions such that issues like early marriage can be tackled. The inter-connections between SRH, education, YAC, gender equality and poverty must be central to the ways SRHR are addressed and explained as vital to development.
13. The appointment of **Youth Ambassadors** to act as YAC champions has enormous potential. This strategy could help: reduce any threats from youth engaged in citizenship rights perceived by various stakeholders; publicise positive YAC outcomes; support wider advocacy; encourage participation, and mobilise youth. The principles of gender equity must be honoured, which might involve differentiated support in different contexts with different issues. For example, a young female addressing SRH can be subject to recriminations if she is regarded as acting outside the cultural norms.
14. Increase the **use of radio, ICT, social media, dance, music and rapping** to attract youth, communicate among youth and other stakeholders, for advocacy, to improve reach, provide safe spaces for participation and to report developments and successes. The role of media is critical to engaging youth, raising awareness and mobilising public support (Attawell, 2004). In general, these can be used for advocacy, participation and communication around YAC and the priorities, and to support and highlight more traditional intervention practices that combine formal strategies (public hearings, lobbying) with informal strategies (social events).
15. A range of research partnerships (within and outside ON) need to be developed as the **incorporation of research within ON activities** is vitally important. It is clear that the use of youth participants and researchers within the research is entirely consistent with the spirit of YAC. The complexities and skill demand of research mean that it requires significant support in terms of funds, time and organisational capacity. The multiple dimensions include local arrangements, researcher relations, team communications, researcher training, development of the research design, co-production of research instruments, local knowledge, analysis, writing and coordination. These are all important elements that need to be considered when planning future research that is principled but not overly ambitious and for working towards the incorporation of research within and throughout ON.

3. Project Checklist

This section lists some of the main learning points from the research and is intended to systematically highlight key considerations in starting or auditing YAC projects. The main learning points address organisational structures, situational analyses, partnerships, youth involvement, active learning and training, safe spaces, and a review and reflection on YAC.

Organisational structures

Organisational structures and procedures in YAC programmes and projects need to be defined and planned to facilitate optimal outcomes. Key dimensions include:

- * Defined responsibilities and duties across organisational layers (e.g. ONHQ – ONCO – Partners – Youth);
- * Defined staff responsibilities and duties within particular offices (e.g. ONCO);
- * Communications and coordination procedures within and outside the office/organisation;
- * Resource availability and resource allocation procedures;
- * Space for team-working, problem-solving approaches and contextually-appropriate initiatives that offer some autonomy at country level for optimal outcomes.

Situational Analyses

The importance of the context to successful interventions means that situational analyses are required to gather basic information in advance of programme and project plans. Such information may also be used as part of a baseline study against which to gauge project and programme progress. There are several dimensions of a situational analysis that should minimally include:

- * Basic indicators related to demographics, education and health as well as a review of political, social and environmental information at national, regional and local/community levels;
- * National government initiatives and/or requirements related to programmes and projects. These will be valuable to help understand the governance issues and to support particular NGO initiatives or interventions;
- * A review of projects and interventions by local and/or international organisations within the specific local context. Their focus, operations and experiences can provide important insights for new or ongoing interventions;
- * Local community views on both the methods and substantive concerns (education/SRHR) of YAC activities.

Partnerships

Building partnerships has been shown to be highly influential to programme and project success. The multiple benefits of partnerships include the potential to:

- * Offer wider access to youth;
- * Engender local support for youth engagement;
- * Facilitate ways to address sensitive issues;
- * Enhance communication and dialogue.

Good practice in partner engagement involves an open, transparent and consultative approach that is consistent with the aims and motivation for YAC. The following were highlighted as important for engagement for building partnerships and local networks of support:

- * Local communities (in and with);
- * Religious leaders, especially on sensitive issues including SRHR projects;
- * Civil society organisations;
- * Existing youth groups.

Youth involvement

The involvement of youth is fundamental to YAC and should be integrated into ON and partners' structures and processes. In many contexts this is challenging and may meet with some community resistance, but plans need to be in place to move from simple consultation to youth-led and managed initiatives. YAC interventions would be contradictory without demonstrating high levels of youth engagement. The targeted efforts and resource demands are high and these need to be accommodated within ON and partners' organisational plans. The value of maximising youth involvement includes the following:

- * Youth-to-youth communications reduce age hierarchies that tend to characterise adult-youth relations;
- * Better access to youth is ensured, especially to those who are more marginalised;
- * The understanding of youth constraints, issues and aspirations is improved;
- * Peer education provides space for more open and negotiated interventions and mutual learning that highlights youth perspectives;
- * There are higher levels of youth investment in projects where youth are active in identifying issues, initiating, planning and mobilising themselves;
- * Youth reap positive benefits in terms of feeling confident, valued and respected when they are treated as equal partners.

Active Learning and Training

Strategies to engage and incorporate youth in programmes and projects require training for both adult teachers and the youth involved. Consistent with the emphasis on 'active' in YAC and the encouragement to 'claim' rights and become agents of change, it is vital that active

learning and skill acquisition are key components of training and intervention projects. The multiple benefits include the following:

- * Youth appreciate learning new skills actively and having fun while learning;
- * Youth skills are built and developed in areas such as communication, negotiation and leadership;
- * Youth develop skills and learn to communicate in new ways, e.g. through drama, radio, TV, magazines, ICT, social media and multimedia
- * Youth gain improved self-confidence and decision-making abilities;
- * The diverse communication strategies extend the project reach to diverse groups of youth, including marginalised youth;
- * The communication media provide a channel through which youth can 'speak' and allow their voices to be heard, or can use to record or report malpractice or corruption.

Safe spaces

In many contexts, YAC, SRH and even educational rights may be regarded as somewhat controversial or sensitive to traditional community social life. In such cases, reaching youth and getting them to engage publicly may be risky or difficult. For example, economic constraints on youth living in poverty often limit possibilities for active participation, and elsewhere cultural taboos can limit access to SRH services. Gender also plays into these limitations in ways that make access to female youth and their participation even more difficult. Besides the higher resource demands (e.g. increased travel costs) of reaching more marginalised groups, there is a need to think through the places and spaces for access and engagement in YAC activities. Some pointers include:

- * Advocating and engaging on YAC in the physical spaces already frequented by youth;
- * Identifying 'safe' spaces where privacy, confidentiality and anonymity can be assured for youth participants;
- * Attending to the economic and social causes that limit youth's choices, especially for females;
- * Budgeting realistically for the extra resources required to reach more marginalised youth;
- * Using social media and networks to connect with those physically distant or hard to reach.

Review and reflection on YAC

As suggested under 'Situational analyses', it is important to gain an understanding of the specific context within which the YAC programme and projects operate. Following this, a project cycle can be put into place to articulate and record:

- * Programme and project plans;
- * Logic of the intervention and strategies;

- * Aims, objectives and anticipated outcomes;
- * The project cycle with timelines;
- * Plans for review to allow formative project development and evaluation.

4. Working with Youth as researchers

An important innovative element of this research was the use of youth researchers in the data collection and analysis. For each country case study, selected pairs of youth, one female and one male, worked with the adult researcher throughout the fieldwork periods. This reflects the broader aims of all YAC programmes. The **benefits** of youth within the country research team are that it:

- * Brings an “insider” youth perspective;
- * Avoids age hierarchies and the influence of adult researchers that can constrain youth respondents;
- * Encourages youth respondents to articulate their views with peers;
- * Provides a more relaxed setting in which to discuss issues and views;
- * Allows the use of shared language, expression and mutual understandings;
- * Explicitly signals the value and relevance of youth perspectives and their concerns;
- * Empowers YRs and youth participants;
- * Reduces the risks of misinterpretation;
- * Assists the adult researcher in understanding the context of the research and the meanings exchanged within the research and in everyday life;
- * Provides training and active learning for YRs;
- * Develops youth skills in research and leadership.

Research is a multi-layered and complex process that requires training. Within each country context **YR induction** was scheduled. This was based on an agreed focus and a uniform approach to research across the three cases, which were intended to make some comparisons across ON programmes. The training was designed as a one-day induction to cover:

- * **Research design and preparation:** This addressed the research focus and questions, design, methods, instruments, use of data, timeline and quality, but also conducting pilot FG and individual interviews, listening and recording skills and thinking through approaches to peers and adults;
- * **Ethics and confidentiality:** This was in regards to the approach to research and respondents, respondent consent, respect and confidentiality;

- * **YR roles and responsibilities:** This covered interviews and data gathering, observations of respondents, organisations and contexts, note-taking and recording, language support, translation and interpretation, explanation and discussion of data and interpretations, acting as a guide to the adult researcher, writing a reflective diary, and engaging in an exit interview with the adult researcher;
- * **YR outputs:** This addressed research interviews and observation notes and the reflective diary.

Critical reflection is an essential part of research. In this case, it highlights future developments from an important initial experience of incorporating programme recipients in key processes that can help to shape interventions to make them more responsive to contextual diversity and the issues faced by youth. In broad terms, this reflection provides the space to think again through the approach to, and processes of, research and the limitations on the knowledge generated. Some key learning points from this research include:

- * Youth consultation and participation ideally starts at the earliest point so that the research questions, methods and instruments can be developed collaboratively and all researchers have a shared vision of the main issues as well as the processes and practices of the research;
- * The skills, time and resources required to generate knowledge through research are high and these all have influence on the quality and integrity of the research and its value in informing practice and policy;
- * Training is vital for quality research and there are really no shortcuts. Inexperienced researchers need induction (preferably for more than one day) and considerable, ongoing guidance and support;
- * Analysis and writing are integral to research and these are very challenging for experienced researchers and novice researchers alike;
- * A researcher's attitude requires empathy with respondents as well as some analytical distance. This combination is difficult, especially for those very close to the field or highly invested in particular views and/or practices. Those unable to manage this research attitude may be drawn into debate rather than 'listening' to the point of view from the respondent. This is clearly detrimental to the research, its findings and its value in informing practice;
- * Inexperienced social researchers may behave according to their own culturally-bound social hierarchies that are unknowingly discriminating, e.g. in terms of gender and ethnicity. This can negatively affect the quality of data collection and the integrity of the research;
- * Assumptions that YRs are 'insiders' or 'peers' needs to be explicitly considered. Age gaps between researchers and respondents can be wide. Similarly, issues of gender, ethnicity and wealth all create social divisions and hierarchies that influence research relations and respondent voice.

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Appendix 1 The Study

1.0 The study

The overall purpose of this research was to:

To increase effectiveness, accountability and sustainability of Oxfam Novib and their partners' work in relation to quality education and sexual and reproductive health rights, by strengthening the active citizenship of youth to demand these services and rights.

The study was originally divided into a two-phase study, including a desk review and three country case studies (about the West Bank, Pakistan and Senegal). The case studies are not published in this final version of the research.

2.1 Aims and objectives

The broad aim of the study was:

To conduct desk-based and case study research to inform Oxfam Novib and partners about programmes that involve YAC in their education and SRH rights. This includes the examination and illustration of good practice, main barriers, gaps, lessons from experience and recommendations for the future.

The following objectives were developed from these aims specifically to guide the research in the three country cases studies:

1. *To review Oxfam Novib practices in YAC with specific reference to:*
 - a) *Organisational level of ON and partners*
 - b) *Programmatic level of ON (example country strategy) and partners' projects*
2. *To explore and understand what youth think about YAC practices and how they feel youth can be more active and effective in claiming their rights on education and/or SRH*
3. *To highlight specific gaps in YAC practice and make recommendations to strengthen ON activities and effectiveness.*

2.2 Study questions

This study started with a literature review that addressed the following questions:

1. What does the literature report about successes, barriers and lessons learned in supporting youth as active citizens with specific reference to education and sexual and reproductive health rights (SRHR)?

This was followed by the three case studies that were guided by the following three questions:

2. What are the country stakeholders' (ONCO and partners' staff, youth, community members) views of Oxfam Novib priorities, programmes and practices in YAC?
3. What do youth think about YAC practices, key barriers and future strategies to encourage youth to be more active and effective in claiming their rights on education and/or SRH?
4. What gaps and absences remain to be addressed in Oxfam Novib efforts to promote YAC? How might these be addressed in the future?

2.3 Approach

This research was designed as a two-phase study that included a literature review in the first phase followed by three country cases studies in the second phase. The literature review comprised a desk-based study of projects that have engaged youth as active citizens whereas the case studies focused on the active dynamics of Oxfam Novib YAC projects in action in the West Bank, Pakistan and Senegal. In the interests of clarity in this report we have separated the literature findings from the focus on Oxfam Novib and the country case studies even though these overlapped in practice. Specifically, interviews conducted during the first phase with UN Habitat in New York and staff from the three case study countries, have been incorporated in the case study reports. These interviews were also important in informing the literature search and in establishing contact to facilitate the case study research. Nevertheless, we report on the literature in Section 4, focusing on findings from a range of agencies and NGOs who have been working in the field excluding Oxfam Novib (ON) and their partners. Then, in Section 5 we provide an overview based on the cases studies as well as the interviews in Phase 1. We now turn to the detail of the methods we used in each phase of the entire research.

The research was carried out by a team of four researchers based at the University of Sussex. The study was coordinated by Professor Máiréad Dunne and the case studies were conducted by Dr Kathleen Fincham, Dr Naureen Durrani and Dr Barbara Crossouard in the West Bank, Pakistan and Senegal respectively. During the research, the team met together in Sussex to design the case studies, develop the instruments, process ethical consent, present and discuss the case study findings and agree the report format. This face-to-face contact was

supported by frequent email and Skype communications. The main contact within Oxfam Novib was Olloriak Sawade with whom constant communications were sustained throughout all phases and turns in the research process and reporting.

Literature Review

An extensive electronic search formed the basis of the findings reported below in Section 4. The literature was approached in two different but overlapping routes. An initial search focused on international non-governmental organisations (INGOs) and non-governmental organisations (NGOs) to identify relevant 'grey' literature – much of which is not documented on the standard electronic search engines (see Appendix 3 for the list of INGOs and NGOs searched). In addition, the electronic database of the Institute of Development Studies (IDS) at the University of Sussex was searched. Then a search was made of the more academic databases to identify relevant research published in journals. The search terms included (active) citizen(s), (active) citizenship, youth, youth participation and youth engagement, although these varied slightly depending on the sophistication of each database. Some search terms were used individually and others were used in combination with each other.

Case studies

In the preparation for the cases studies and in advance of in-country data collection, extensive discussions between the Sussex research team and Oxfam Novib agreed two central principles for these studies. The first highlighted the importance of direct communication with the Oxfam Novib country offices (ONCO). In this vein, and in the interests of informing the literature review, a series of short individual interviews were conducted with staff in the Oxfam Novib offices in the West Bank, Pakistan and Senegal as well as with two staff at UN Habitat New York, who were developing a resource guide on 'Youth Participation'.

The second principle concerned the active participation of youth in the data collection for the country-level research. This was clearly consistent with the wider efforts for youth participation and, as a result each of the case studies, lead researchers from Sussex were supported in-country by at least one female and one male youth researcher. Some reflections on this are included in Section 6.2 Learning points.

Informed by these two principles a generic case study data collection plan was designed by the research team as shown in Table 2.1 below.

In addition to the design, a chronology for the case studies was agreed on broad terms. The first step was contact and data collection with and from ONCO staff, which had already been initiated in Phase 1 and was sustained as the preparations for the cases studies and the security arrangements for the researchers were made. This was followed by Youth Researcher induction, then contact and data collection with partner organisations, youth groups, community members and organisations finishing with a Youth Researcher debrief. Consistent with the second guiding principle for the research, researchers made every effort to explore

youth perspectives on YAC initiatives throughout the case studies.

The case studies were conducted between September and December 2012. In the post-fieldwork phase the Sussex team were engaged in writing up the case studies which are presented in Section C. They also met in late January 2013 to discuss the main findings and these are reported and discussed in Section A1 in this report.

Table 2.1 Generic case study plan

Method	Source	Data
Document collection	ONCO / Partner Organisations	Background country information. Details on programmes, projects and their organisation.
Observations/informal interviews	ONCO / Partner Organisations / Communities	Informal data about conditions, processes, priorities and relations.
Individual Interviews	a. ONCO/Partner Organisations/ Community members b. Debrief interview with YRs	a. Views on broad organisational issues, priorities and the specifics of particular projects. b. Views as in a. and reflections on the research data and process.
Focus Group Interviews	Youth groups (male/female/ mixed) in each project	Youth views on broad organisational issues as well as on the specifics of particular projects.
Youth researcher diary	Each Youth researcher	Reflections on and interpretations of all methods and data as well as the processes of involving youth as researchers.

2.4 Case Study Contexts

The study was originally divided into a two-phase study, including a desk review and three country case studies (about the West Bank, Pakistan and Senegal). The case studies are not published in this final version of the research.

The case studies took place in three regions: Pakistan, the West Bank and Senegal.

West Bank

The partners explored in the West Bank were the Early Childhood Development Centre and the Teacher Creativity Sector (TCS). The TCS has a number of projects in civic education. One of these is 'Project Citizen', which is for school children aged 14-15 and teaches them how to be active citizens and create their own projects in communities, such as in building school gardens, cleaning streets in villages, and opening a community centre.

Other projects include the 'Social Audit' in which youth are engaged to find out if projects are successful and to investigate the transparency and accountability of INGOs and local NGOs. They present at local events and all stakeholders are invited to come. With respect to SRH an organisation called 'Juzoor' that works with youth and women working to integrate SRHR into existing projects, such as the Youth Parliament, Training of Trainers and Health Clubs. In practical terms, they help women's organisations to prepare healthy meals and use a peer-to-peer approach to hold discussions on SRH.

Pakistan

Two educational projects and one SRH project were operating in Pakistan. Both education projects are implemented through local partners and are focused on improving the quality of basic education in disadvantaged areas. The first is research-oriented where the local partner Idara-e-Taleem-o-Aagahi (ITA) is trying to assess the current quality and status of curriculum and the ways it affects the learning capabilities of primary school children in Sindh and Southern Punjab.

The second education project is implemented in Southern Punjab through a civil society organisation (CSO), Society for Advancement of Education (SAHE). SAHE has introduced an innovative accelerated learning programme that targets out-of-school children, children who have never been to school and those who have dropped out. This Fast Track Education Model is delivered through an innovative curriculum which enables students to complete primary school in three years. Upon graduation, they can enrol in secondary schools. In this project SAHE works in several different levels that includes: the mobilisation of the community to raise parents' awareness of the importance of education; building schools in the community; delivering the Fast Track curriculum, and following up with those young people who completed their curriculum to ensure they enrol in secondary schools.

Turning to the SRHR project, the main aim is the development of a curriculum on SRH for schools based on a five-year forward plan. A wide-scale communication and consultation process has been integral to this development, with various partners and stakeholders, government ministries, religious leaders, communities and parents drawn in as part of a strategic approach to ensure that the SRH curriculum is based on youth needs, is approved by both health and education ministries, and is implemented in schools within two years. A learning needs assessment of youth has been planned to accommodate youth expectations and needs. Beyond the production of documents and inevitable meetings, this communication

strategy uses 'edutainment'. Soap operas, talk shows and radio shows are produced, articles in newspapers are published, and social media like Twitter and Facebook are used in order to build an understanding in the community that these SRH issues need to be discussed and that youth have a right to have knowledge of SRH. In this context, religious leaders were tasked to provide evidence from the Qur'an and Sunnah in support of SRH education and to show that the right to SRH information is not against the teachings of Islam.

Senegal

The main project which had been supported by ON in Senegal was identified as a programme of alternative education for school drop-outs, led by the Association Culturelle d'Auto-promotion Educative et Sociale (ACAPES). ON had supported its Programme Décennal d'Education, a four-stage process described as involving recuperation, remediation, integration and resocialisation, through which participants could gain secondary school qualifications (Brevet and Baccalaureate). ON had also supported its programme, Intégré d'Education et de Formation a la Prévention du VIH/SIDA (2008-2010) (Integrated Education and Training Programme for the Prevention of HIV/AIDS).

The ACAPES mission was described as aiming to support sustainable development through global, holistic citizenship education which would lead to self-sustaining forms of social solidarity and mutual support. In addition to tolerance of difference, its approach to citizenship gave importance to communication techniques which allowed the non-violent resolution of conflict. Alongside extra-curricular sporting and cultural activities, its VIH/SIDA curriculum delivered different subjects within life skills modules (*modules de compétence de vie courantes*). Youth peer education was at the centre of their approach. The programme had targeted pupils in Dakar, Thies, Richard Toll and Kolda.

ACAPES' alternative education programme no longer qualified for ON funding, given that it had had support for 12 years. However ON was open to supporting new projects, a recent example being the Programme de Formation et d'Education Citoyennes pour l'Election Présidentielle de 2012 (PROFECI). In the context of recent elections, this multi-partner initiative supported new citizens in internalising democratic principles and engaging in democratic processes in non-violent and peaceful ways. Youth peer education was again central; the ACAPES report on PROFECI (2012) describes the project as involving training 160 trainers, who in turn trained 1,600 youth in 14 different locations in Senegal. The training covered peaceful democratic practices, conscientization activities, and using an electronic election monitoring system, in which OneWorld UK were also important partners.

OneWorld UK (OWUK) had been at the heart of this project and had developed a digital platform combining SMS and Google maps that allowed monitoring of voting processes around Senegal. Its success in the first round enabled funding for the second round to be secured from the British Embassy and USAID. OWUK and its partners had also developed a website linked to other social media (e.g. Facebook, Twitter, YouTube) to support citizen education and mobilisation

(*Samabaat*, or Wolof for *Our Voice*). The youth developed video blogs that were focused on issues of concern to the Senegalese people, particularly 'Generation 94', who were voting for the first time.

OWUK developments under discussion included a multi-sector and multi-partner sexual and reproductive health education (SRHE) programme, 'Learning to Live, or 'Apprendre a Vivre' in the French version developed for Senegal. It included a digitalised SRH curriculum for youth, accessible online or via a CD, capacity building for teachers in its delivery; a text-based (SMS) system to respond to SRH queries, and the development of SRHE programmes for community radio. Commencing in 2009, these programmes had been trialled in Senegal with the support of partners such as the Ministry of Education's Division de Contrôle Médical Scolaire, EndaGraf, FAWE, GEEP, and Intermondes. Dutch government funding had been a possibility to support a next phase of this initiative, but seemed uncertain at the time of the research.

ON had also made recent overtures to youth, convening a meeting of representatives of different youth organisations in June 2012 in Dakar to explore their concerns and avenues for future initiatives. ON had also supported two of these youth in attending the Civicus World Assembly Conference in September 2012 in Montréal. Several were also research respondents (e.g. key youth in SenRevolution, La Parole aux Jeunes, La Voix des Jeunes, M23). Addressing each of these in turn, SenRevolution used social media to support the conscientisation of the Senegalese (and African) people in becoming a '*Nouveau Type de Sénégalais*' or NTS, this also being the final letters of 'resistaNTS'. Voix des Jeunes was created with support from USAID and IFES to inform Senegalese youth about electoral practices and the importance of democracy for the development of Senegal. La Parole aux Jeunes was created by a video blogger/journalist whose interests included SRH issues. The Mouvement du 23 Juin (M23) was described as a broad organisation whose members spanned individuals (including many students), political parties, worker organisations/unions, Islamic leaders, and youth movements such as Y'en a Marre. Its influence in the recent elections had been important both in Dakar and in regions such as Kédougou and Tambacounda. It was self-funding.

Appendix 2 Conceptual Mapping

1 Introduction

Four key terms demarcate the arena of the research: Citizenship, Youth, Education, and Sexual and Reproductive Health Rights (SRHR). A discussion of each is presented here to provide a conceptual mapping of work on YAC.

1.1 Citizenship (active Citizenship / change agents)

Citizenship concerns membership of a group or community which confers rights and responsibilities; it is a relationship with the state and/or among members of a group, society or community (Sweetman et al., 2011). However, as Kabeer (2002) points out, this relationship implies both inclusion, and exclusion. Where rights are not protected, respected and promoted there is both a diminution of citizenship for those whose rights are denied and the loss of democratic legitimacy for the institution/ society /state (SIDA, 2005). Learning or gaining citizenship is both a status or identity and a process involving the development of citizens capable of exercising rights/protections and fulfilling their obligations (Gaventa and Barrett, 2010; Green, 2008). A sense of having a 'right' implies a sense of duty on somebody else's part. Rights are a set of claims or entitlements that enable people, particularly the most vulnerable and marginalised, to make demands on – 'duty bearers', that is, those who have a responsibility to respect, protect, and fulfil the rights of 'right-holders' (Green, 2008: 23-24). The violation of rights results from a failure both on the part of duty bearers to fulfil their obligations and on the part of the right-holders whose rights are denied to claim their rights (Ling et al., 2010). However, rights have to be accompanied by an ability to exercise them which is often undermined when people are poor, illiterate, lack important information, physically unwell or otherwise marginalised.

Any examination of the history of citizenship reveals the fractured, hierarchical and gendered nature of who was recognisable as a citizen, whether in early classical or modern forms of Western democracy. However, in addition to the ways that citizenship has worked to produce the subordination and domination of particular groups, based on class, race and gender, Kabeer (2002) further questions the workings of citizenship in post-colonial contexts. She calls attention to the different understandings of personhood which these may hold, in particular the more 'socially-embedded' understanding of personhood, rather than the 'individuated' understandings which have been privileged in Western societies. Instead, relations of kinship, family and community traditionally had much greater significance in anchoring people's loyalties, in contrast to the privileging of individual self-determination that prevailed in the contexts in which modern democracies and understandings of citizenship emerged (Kahlberg 1997).

At an individual level (its privileged form), active citizenship involves learning to be self-confident, overcoming a sense of powerlessness and developing the ability to negotiate with

others in order to influence decision-making (Green, 2008). However, active citizenship is also a collective process, which involves citizens acting as part of a political community and taking collective action to build an effective state (Clarke and Missingham, 2009; Green, 2008). The claim for active citizenship moves beyond a passive technical notion, to one in which participating and involved citizens, especially poor and marginalised groups, exercise their rights, engaging with the state, civil society organisations and development agencies (Vijfeijken, 2009). Active citizenship involves utilising opportunities to transform the social, cultural and political conditions that led to the violation of rights (Ling et al., 2010).

The 'right to participate' is a fundamental right and is integral to the realisation of other rights such as political, economic, cultural and civil rights (Ling et al., 2010) as enshrined in the International Covenant on Civic and Political Rights and the International Covenant on Economic, Social and Cultural Rights. Participation is the foundation of democratic practice and it guarantees the protection of other rights by enabling people to act as agents in their own development (Holland et al., 2004).

In spite of its inherent strengths, active citizenship may not be possible (or optimal) in all circumstances, such as working with undocumented migrants (Clarke, 2009). In cases where public participation could endanger the lives of community members, one course of action for NGOs might be to assume the role of active citizen on behalf of the marginalised community or group. At the same time as providing development interventions, NGOs can also engage in advocacy around the rights of the disenfranchised. In post-colonial contexts, it may also be in developing awareness of the ways in which long-standing differences and inequalities between different population groups of a nation state have been inflamed or silenced as a consequence of colonial rule (Kabeer, 2002). Here, ethnic, gender, regional, and religious identities are all implicated, making inclusive citizenship in the South a particularly complex project.

At one level, learning to be an active citizen requires knowledge and awareness of rights, keeping in mind the key contextual factors influencing practice of these rights and the skill, ability and disposition to use that knowledge and take action (Gaventa and Barrett, 2010). In many societies, citizens may be unaware of their rights, lack access to information vital for participation, or lack the ability to engage with others or feel disempowered to take action. In such circumstances, a first step and prerequisite to citizen participation is the development of a greater sense of awareness of rights and the power of personal agency to claim these (The Development Research Centre on Citizenship, Participation and Accountability [DRCCPA], 2011). Furthermore, effective citizen action and engagement require 'spaces', that is, "opportunities, moments and channels where citizens can act to potentially affect policies, discourses, decisions and relationships that affect their lives and interests" (Gaventa, 2006). While both knowledge of rights and spaces are essential, the realisation of rights require examining, challenging and transforming established power relations (Ling et al., 2010).

Change through citizen action is often a slow and complex process that is rather unpredictable, uneven, highly iterative and rarely linear (Green, 2008). Moreover, citizen engagement does not necessarily result in positive outcomes. In some cases, it may result in a sense of disempowerment, a reduced sense of agency, an over-dependence on 'experts' or reinforce exclusions and old hierarchies (DRCCPA, 2011). Successful citizen participation is indicated by enhanced capacities of duty bearers to meet their obligations and of right holders to claim their rights. It is evident when the policies and practices of legal and administrative structures are changed in a way as to make it possible to hold public officials accountable and the private sector answerable in protecting individual freedoms in the work place and transforming social institutions at the community and household levels (Holland et al., 2004). Although there is no recipe for successful citizen engagement that will work in all contexts (Green, 2008), successful citizen engagement depends on several contextual factors (DRCCPA, 2011) including the:

- * Institutional environment;
- * Prior capabilities of a citizen;
- * Strength of champions inside government;
- * Depth and breadth of the engagement;
- * History and style of engagement in a given context or locality;
- * Nature of the issue central to engagement;
- * Availability of and access to information relevant for active and meaningfully participation (including information on the issues, opportunities and spaces for participation).

The success of citizen participation in a given context will depend on the extent to which the chosen strategy for citizen engagement is appropriate to these contextual factors.

Organised and empowered citizens have the right and the potential to assist in the achievement of development goals, to make states more democratic and responsive, and to make human rights a reality. Gaventa and Barrett (2010) reviewed the results of 100 original, qualitative case studies conducted in 20 countries, largely in the developing world, linking citizen engagement to a series of observable outcomes. They noted that overall, 75% of these outcomes may be seen as 'positive'. While the 'rights' discourse is increasingly being adopted by most development agencies (Holland et al., 2004), the benefits of citizen engagement will remain invisible to some donors who are primarily looking for progress on broader targets such as the Millennium Development Goals (MDGs) (DRCCPA, 2011).

The development targets and goals have played an important part in focusing action and signposting for social and economic development outcomes especially at the macro-level. Programmes and initiatives will be difficult to sustain, however, if the processes of social change and the engagement of citizens are side-lined. As such, there is an evident need to

better understand how active citizenship might be encouraged and supported. The development of citizen awareness, efficacy and engagement are the building blocks of aid effectiveness. While the benefits of citizen engagement can accumulate over time, there is usually a long-time lag and it cannot reduce poverty overnight. Nevertheless, it is time to share knowledge about the processes of citizen engagement, for donors to incorporate this into development programmes and practices and to find ways in which this seemingly slow process might be gauged and further stimulated.

1.2 Youth and Youth Participation

There is no universally agreed definition of youth. It is a social and cultural construction that is bounded by a range of working indicators, such as age, financial dependency, responsibility and emotional reliance on primary caregivers which vary considerably across cultures and contexts (Kelly et al., 2001). The relationship between characteristics of youth and their ages can vary across national and regional contexts and between individuals and their experiences (UNICEF, 2011a). The United Nations' definition of 'youth' as persons between the ages 15 and 24 is widely used (for example by Oxfam Novib and DFID) and is useful for capturing, for example, how many young people have finished schooling, are sexually active, or are confronting livelihoods/unemployment issues. Other organisations use a different age range. Stop Aids Now! partners, for example, refer to youth as between 8 and 24 years (Stop Aids Now, undated) and in Pakistan, they are persons aged 15 to 29 (Government of Pakistan, 2008). The contextual variations in a simple age definition draw attention to the need to incorporate other indicators and to acknowledge localised understandings of youth (DFID, 2010).

Youth is a heterogeneous category and spaces for their participation differ depending on their educational, social and economic position, their cultural background, gender and sexuality, life circumstances, experiences and context (DFID, 2010). The ability of youth to act, to exercise their rights and access services are determined by their circumstances (VSO Pakistan, 2009). While youth as a category is often 'excluded' from the public sphere and major political, socioeconomic, and cultural processes (Honwana and de Boeck, 2005), some youth groups in particular are socially excluded through formal (laws, policies) and informal (social and cultural traditions, practices, attitudes and norms) institutions and relations. Through this they are denied access to resources, services and the spaces and opportunities open to other social groups. These marginalised youth groups include, among others, women, migrants, ethnic or religious minorities, refugees, rural youth, those belonging to lower castes or classes, disabled youth and with illnesses or HIV/AIDS. These categories often intersect and interrelate resulting in extreme forms of discrimination and exclusion. Given the wide diversity and the complex social dimensions, it is critically important to consider and understand what is meant by 'youth' especially when working with or planning for them (DFID 2010). Meaningful youth participation must be inclusive which requires both a representative youth group and equity in the participation by young people from all social backgrounds (Attawell 2004).

School is the most widely used space to target young people and school-based projects often provide a sustainable and supportive environment for youth to participate. While it is important to avail the school as a place and space for youth initiatives, there are two key reservations. First, research suggests that in many contexts of the global South, schools are characterised by subdued, passive students (Dembélé and Miaro-II, 2003) often subject to severe institutional disciplinary regimes (Humphreys, 2008) that discourage active student participation. Second, access to schools is not universal leaving many of the marginalised groups of youth excluded. This means that it is vital to extend beyond the school and look for other spaces where the socially excluded groups can be reached (UNICEF 2004).

The concept of participation itself is contested, ill defined and 'participation projects' often exclude already socially excluded and marginalised groups (Barber, 2009). In addition, forms and levels of participation vary along a continuum with mere representation of youth at one end and ownership and decision-making at the other (Mathur et al., 2004). For development policies to be representative and effective, a shift to working *with* youth is essential. Youth participation entails the active, informed and voluntary involvement of youth in making decisions affecting them and their communities. As noted by DFID, "participation means work **with and by** young people, not merely work **for** them (2010: 11, original emphasis)."

At an operational level, participation involves:

- (i) People sharing information to inform collective and individual action;
- (ii) People consulting and interacting with an organisation which take into account their feedback;
- (iii) People making (joint) decisions on specific policy/project issues and,
- (iv) People proactively taking initiative and action.

Youth participation is a process:

whereby young people progress to greater rights and responsibilities (citizenship); from being the targets of outreach, to being actively engaged in the planning and implementation of development interventions (DFID 2010: 1).

Development projects may engage youth, in ascending order of responsibility, as beneficiaries, partners and leaders. The latter involves youth working with adults and becoming development professionals and leading political actors themselves. This is a key goal of youth empowerment processes that must always take into account local contexts, and cultural values and practices. In the global South, where age-based hierarchies are often strong, adult approval is essential for achieving and sustaining youth participation. It is equally important to realise that participation is a political process that requires ongoing negotiation with 'gate keepers', community and religious leaders and those in position of authority (Mathur et al., 2004). In youth SRHR programmes, in particular, the support from religious leaders is vital (UNESCO and UNAIDS 2001). Similarly, participation requires multiple spaces, includes a range of practices and demands skills that should not be assumed to exist in every context (Murray et al., 2010).

1.3 Education

Education is a fundamental human right that all individuals are entitled to and that is essential to poverty reduction and achieving sustainable human development (UNESCO, 2012). An educated citizenry is the key to economic, political and social stability within and between countries (UNESCO, 2012). Both education and democracy are linked to 'rights'. Education remains a key instrument and a necessary condition in fostering a sense of citizenship and democratic values; however, it needs to be complemented by other supportive conditions such as the belief in participation and democratisation in all aspects of life (SIDA, 2005). In this sense, equity and justice are integral to any definitions of quality education (Oxfam Novib, 2010). Quality education seeks to empower learners to exercise their rights, is adapted to local settings, takes into account the needs of diverse learners including the marginalised, and promotes gender equality (Ibid). Learner participation in education implies that they have a say in decisions on how the school is run and on the content of their education and the methods used in the classroom. As desirable or progressive as this may seem, it may also be regarded as an encroachment on established social relations and the traditional authority of teachers and parents (SIDA, 2005).

Despite the general expansion of educational opportunities throughout the world, particular groups of children are still excluded from their right to basic education (United Nations, 2011; UNESCO, 2012). The poor, females, or those living in a conflict zone are more likely to be out of school (United Nations, 2011). Gender equality in access to education has remained a concern, with the rights of girls to education continues to be inhibited in many developing countries (UNESCO, 2011). Of the total out-of-school population (67 million), 53% are girls (United Nations, 2011). Children and youth from countries affected by violence and displacement are three times more likely to be out of school than those in countries not recently affected by violence (Women's Refugee Commission, 2011). Similarly, in spite of overall progress made in youth literacy, 127 million young people lack basic reading and writing skills, with 90% of all illiterate youth concentrated in just two regions – Southern Asia (65 million) and sub-Saharan Africa (47 million) (UNESCO, 2011b). Investment in secondary education can accelerate progress towards achieving several MDGs (UNICEF, 2011b). For example, greater provision of secondary education motivates students to complete basic education which helps boost primary completion rates and thus MDG2 (UNICEF, 2011b). Likewise secondary schooling has a strong impact on promoting gender equality (MDG 3) and improving maternal health (MDG 5) (UNICEF, 2011b).

Enrolment in school is a positive indicator but does not mean educational inclusion. There are many who attend school but are 'silently excluded' as they learn little, may be often absent and are continually at risk of dropping out (CREATE, 2011). There are also those young people who may have attended school but have been out of formal schooling for a long time. They may need specialised programmes, such as non-formal education, second-chance programmes, and bridging programmes or accelerated learning programmes, which meet their educational needs (Oxfam Novib, 2010; UNICEF, 2011b; Women's Refugee Commission, 2011). Additionally, many young people may need education and training pathways that provide them with the

flexibility to pursue education and employment or self-employment at the same time (Women's Refugee Commission, 2011). However, out-of-school youth are a heterogeneous group (Burns et al., 2004). Some out-of-school youth belong to intact families that either cannot or choose not to send their children to school. Some may connect with alternative educational or vocational programmes or with church, sports, or community groups. Other out-of-school youth, however, live in the most challenging circumstances, such as street children, adolescent sex workers, orphans and child soldiers, and are suffering from being marginalised from mainstream and non-formal services and society (Burns et al., 2004).

1.4 Sexual and Reproductive Health Rights (SRHR)

A comprehensive and holistic conceptualisation of youth sexual and reproductive health includes a wide range of issues that affects young people's health and well-being not only during adolescence but also in laying the foundation for events throughout adulthood (Mathur et al., 2004). Good reproductive health outcomes require access to knowledge and services, as well as the ability to make informed decisions in relation to intimate relations, marriage, sexuality, contraception and childbearing. Both the social, cultural, educational and economic 'antecedents' and risk factors, like multiple partners, early marriage and transactional sex, impact on the SRH outcomes of young people. In every social milieu, a changing dynamic between antecedents, risk factors and outcomes shapes and is shaped by young people's norms and attitudes to SRH (Pulerwitz et al., 2006) and their gender identities. This has the potential to result in changing sexual health trends exemplified in the observation that "the HIV epidemic is increasingly young, poor, and female (Bruce and Hallman, 2008: 227)."

The complex intersection of social norms with personal attitudes to sexual health risks has been explored in sub-Saharan Africa, where many young South African females associated condom use with 'unsafe sex' due to its potential to jeopardise love from their partner. They also regarded the attainment of sexual experience before marriage desirable for men and accepted inequality in sexual decision-making as 'normal' (Reddy and Dunne, 2007). In addition, both females and males identified having multiple sexual partners, fathering many children, material possessions and sexually-transmitted infections as the markers of manhood (Brown et al., 2005). By drawing on the dominant discourse of heterosexuality (hetero-normativity), both young women and men conspire together to reproduce the existing gendered power relations that not only disempowers women but puts both groups at a greater risk of HIV (Reddy and Dunne, 2007). Gender identities, and dominant femininities and masculinities, in particular, are deeply implicated in youth SRH (Dunne, 2008; Jewkes and Morrell, 2010).

The spread of HIV/AIDS has drawn attention to gender relations, styles of intimate relations and gender-based violence, all of which pose threats to SRH, especially for women. There is growing recognition of the vital importance of understanding masculinities and the role that male socialisation plays in promoting and supporting violence (Eckman, 2007) with interventions targeting young men early when styles of interaction in intimate relationships are

formed and established (Barker, 2001). In this context, there are important opportunities for the involvement of youth in challenging social norms and individual attitudes to gender relations and SRHR (Achyut et al., 2011).

While there is no guarantee that SRH education can totally eliminate the risk of HIV, other sexually-transmitted infections (STIs), unintended pregnancy or sexual violence, properly designed and implemented programmes can reduce some of these risks (UNESCO, 2010). Despite evidence that institutional context of schools tends to be marked by gender inequality, gender violence and at times sexual abuse (Human Rights Watch, 2001; Leach and Mitchell, 2006; Dunne, 2008) many initiatives addressing youth SRH and HIV prevention are often school-based. This limits the potential for raising youth SRHR which is compounded by a shortage of effective SRH programmes for out of school youth, particularly girls, who are at a greater risk (Bruce and Hallman, 2008).

The context within which a youth SRHR programme is implemented is clearly important especially given its social and cultural sensitivities. In addition, alongside the question of rights, there is a need to address gender relations as well as sexuality, sexual health, prevention of health risks such as HIV/AIDS and other STIs, unintended pregnancies and sexual abuse (World Population Foundation and Stop Aids Now, undated). The claim for SRHR, then, implies fundamental social changes to effect a reduction of gender inequalities. For Mathur et. al (2004), as a basic minimum, a youth SRH intervention should include an intervention that:

- * Improves the provision of information and services to young people;
- * Develops youth skills, for example through education, expansion of livelihood opportunities, improvement of life skills, and youth clubs;
- * Mobilises youth and community members to change norms, attitudes, and social systems.

Appendix 3 Desk Study Organisations

Search List of INGOs and NGOs

1. Advocates for Youth: <http://www.advocatesforyouth.org/>
2. ActionAid: <http://www.actionaid.org.uk/>
3. AVERT: <http://www.avert.org/>
4. CIDA (Canadian International Development Agency): <http://www.acdi-cida.gc.ca/home>
5. dance4life: <http://www.dance4lifesa.org.za/>
6. Engender Health: <http://www.engenderhealth.org/index-main.php>
7. FHI 360: <http://www.fhi360.org/en/index.htm>
8. Girl Effect: <http://www.girleffect.org/learn/more-resources>
9. Hivos: <http://www.hivos.nl/>
10. Innovations in Civic Participation: <http://icicp.org/>
11. Interagency Youth Working Group:
http://www.iywg.org/youth/topics/sex_family_life_education
12. International Centre for Research on Women: <http://www.icrw.org/>
13. Oxfam International: <http://www.oxfam.org/>
14. Oxfam Novib: <http://www.oxfamnovib.nl/?id=946>
15. Pathfinder International: <http://www.pathfind.org/>
16. Plan: <http://plan-international.org/>
17. Pravah: <http://www.pravah.org/>
18. Promundo: <http://www.promundo.org.br/en/>
19. RCPLA (Resource Centres for Participatory Learning and Action) network:
<http://www.rcpla.org/>
20. Save the Children UK: <http://www.savethechildren.org.uk/>
21. SIDA (Swedish International Development Cooperation Agency) :
<http://www.sida.se/English/>
22. Sonke Gender Justice Network: <http://www.genderjustice.org.za/>
23. UNICEF: <http://www.unicef.org/>
24. VSO, UK: <http://www.vso.org.uk/about/>
25. Women fighting AIDS in Kenya (WOFAK): <http://www.wofak.or.ke/>
26. Women's Refugee Commission: <http://womensrefugeecommission.org/>

Appendix 4 Research Instruments

A4.1 Interview questions for Oxfam staff

1. Can you tell me what your job is in Oxfam? What exactly do you do?
2. How does your work relate to the Head Office's ON policy and guidelines?
What are the key challenges to achieving these?
3. How does YAC specifically feature in your work / programmes / projects?
4. Which other organisations do you work with on YAC in [country]?
What does each focus on?
5. Why do you think there is a need to support YAC in [country]?
6. What specific rights are most important to address in [country]?
7. What educational rights need to be addressed? Why?
8. What SRH rights need to be addressed? Why?
9. Are there policies or contextual / cultural barriers that work against these rights?
Or these rights for specific groups / individuals?
10. What are the main barriers / constraints to youth participation in articulating and claiming their rights? Rights to education? Rights to SRH ? Other?
11. What specific activities do you / your partners engage in to promote / support YAC? How are youth encouraged / recruited to engage in activities?
12. Who are included as youth?
13. In what ways are youth engaging as active citizens ...
 - * in [country]? Give examples.
 - * in your/ your partners' projects? Give examples.
14. Which of these specifically focus on education? SRHR? Other?
15. How inclusive has youth participation been? What about girls/young women? Minority ethnic/religious groups? Other minority groups?
 - * in [country]?
 - * in your projects?
16. Are the activities/programmes different for different kinds of youth? (gender, poorer, more rural etc.) Give examples of how marginalised groups have successfully been included, and/or reasons why these groups have been hard to reach.
17. To what extent (if at all) have YAC (Youth as Active Citizens) stimulated social change in education? SRH? Other?
 - * in [country]? Give examples.
 - * in your/your partners' projects? Give examples
18. Has the involvement of YAC (Youth as Active Citizens) impacted on your / your partners' organisational structures and procedures in any way? Give examples.
19. In what ways (if any) has the promotion and involvement of YAC (Youth as Active Citizens) improved your/ your partners' programme quality? Give examples.
20. What, in your view, is the one thing that most needs to be done to ensure greater youth participation in claiming rights? Rights to education / SRH in [country]?
21. Are you anticipating/considering future projects in YAC? Education? SRH?
 - * If so, what are these/with whom?
 - * If not, why?
 - * What might support these aspirations?

22. Are there other organisations that you know of that might further support your work with YAC? What might they bring and how would they work?
23. What do you want from this research that can help you in your work? e.g. relations / communications with ONHQ / partners / national bodies / youth prompt to differentiate this for different main research questions/macro, meso, micro?)

A4.2 Interview questions for Partner Organisation staff

1. Can you tell me what your job is? What exactly do you / your organisation do?
Does your organisation partner with other NGOs / CBOs etc?
2. What is your organisation's relationship with the OXFAM country office (ONCO)?
How do ONHQ / ONCO policy and guidelines structure / guide your work?
What are the key challenges to achieving these?
3. How does YAC specifically feature in your work / programmes / projects?
4. Which other organisations do you work with on YAC in [country]? What does each focus on?
5. Why do you think there is a need to support YAC in [country]?
6. What specific rights are most important to address in [country]?
7. What educational rights need to be addressed? Why?
8. What SRH rights need to be addressed? Why?
9. Are there policies or contextual / cultural barriers that work against these rights?
Or are these rights for specific groups / individuals?
10. What are the main barriers / constraints to youth participation in articulating and claiming their rights? Rights to education? Rights to SRH? Other?
11. What specific activities does your organisation engage in to promote / support YAC?
How are youth encouraged / recruited to engage in activities?
Which activities or approaches are the most successful in drawing in youth participation?
12. Who are included as youth?
13. In what ways are youth engaging as active citizens ...
 - * in [country]? Give examples.
 - * in your/ your partners' projects? Give examples.
14. Which of these specifically focus on education? SRHR? Other?
15. How inclusive has youth participation been?
What about girls/young women? minority ethnic/religious groups? other minority groups?
 - * in [country]?
 - * in your projects?
16. Are the activities/programmes different for different kinds of youth? (gender, poorer, more rural etc)
Give examples of how marginalised groups have successfully been included, and/or reasons why these groups have been hard to reach.
17. To what extent (if at all) have YAC (Youth as Active Citizens) stimulated social change in education? SRH? Other?
 - * in [country]? Give examples.
 - * in your projects? Give examples

18. Has the involvement of YAC (Youth as Active Citizens) impacted on your organisational structures and procedures in any way? Give examples.
19. In what ways (if any) has the promotion and involvement of YAC (Youth as Active Citizens) improved your programme/project quality? Give examples.
20. Are you anticipating/considering future projects in YAC? Education? SRH?
If so, what are these/with whom? If not, why?
What might support you in these aspirations?
21. What, in your view, is the one thing that most needs to be done to ensure greater youth participation in claiming rights? Rights to education / rights to SRH in [country]?
22. Are there other organisations that you know of that might further support your work with YAC?
What might they bring and how would they work?
23. What do you want from this research that can help you in your work? e.g. relations / communications with ON / youth / national bodies / prompt to differentiate this for different main research questions/macro, meso, micro?)

A4.3 Interview questions for community members

1. Can you describe who you are/your position in the community?
2. Have you been involved with any activities which support YAC? (with follow up questions as below to explore what these are, what benefits are, what problems/barriers are).
3. What do you think of this programme with (partner organisation)?
4. What is good about it? Give examples. Are there any disadvantages associated with it?
5. Does this programme benefit youth? How?
6. Who is involved? Are there any [youth] groups that are less involved in the program (gender/ ethnic groups/ rural). Why do you think they are less involved?
7. Would you encourage young people to participate in this programme? Why or why not?
8. How could this programme be improved? Give examples.
9. In what ways do you think YAC should be supported?
10. Does YAC activity cause any difficulties in your community? In what ways/for whom?

A4.4 Interview questions for Youth FGD

Groups to comprise 4-6 youth in single sex groups where possible.

Please note group composition.

Start FGD with a discussion of research / issues of confidentiality within and outside the FGD/ their right with respect to the discussion, e.g. to not attend or respond /gaining informed ethical consent.

1. What kinds of activities have you been involved in with [partner org]?
2. When did you start to get involved in this? How did you find out about these activities?
3. Why did you start to get involved?
4. Why have you continued to be involved?
5. What has been good about being involved? Give examples
6. Which other people (other youth / community members / partner orgs) have been involved with you?

7. Are there any [youth] groups that are less involved (gender/ ethnic groups/ rural). Why do you think they are less involved?
8. What has the main focus of your involvement been?
9. Has there been any outcome from your participation with [partner organisation]. What were the issues?
10. Explain how this happened?
11. How did you work together on this?
12. What was important in making this participation possible?
13. Who made the key decisions in the process?
14. What kinds of communications / publicity did you use?
15. Do you feel that your point of view was heard and respected?
16. What were the main challenges / difficulties in achieving this outcome?
17. How might you improve on what was done and how it was done?
18. How do you think your voice and views might be better listened to?
19. Were all young people in your community listened to/able to participate equally? Explain.
20. How did [partner organisation] support your activities? Give examples
21. Have ONCO been involved? How?
22. In what ways did they try to include ALL youth in the activities?
23. What do your families / communities think about your involvement in the activities?
24. How have they responded to your participation, the activities and outcomes?
25. How have other local / communities organisations (schools, churches, etc) and their staff responded to your activities? outcomes?
26. Did anyone try to block or prevent you from participating in the activities?
27. Are there any other issues that you think are important to focus on together?
28. What would you like to focus on next or in the near future?
29. Are there some issues that you feel you cannot speak nor do anything about?
30. Some people / organisations talk about getting youth to be active citizens.
31. What does being an active citizen mean to you? Is this important to you? Why?
32. Are there particular situations in which you have been involved where youth have been engaged as active citizens?
33. Other people talk about human rights? Which human rights do you know about?
34. Is this important to you? Why? Give examples.
35. What would you say are your educational rights? Give examples / illustrations.
36. Why are these rights important? Are you getting your rights to education?
37. Who in your community / country are not getting their educational rights?
38. Do you participate in decision-making in relation to your education? In what ways?
39. Has participating in decision-making improved the quality of your education
40. What channels are available for you to make your voice heard in relation to your education? What can you as youth do about claiming your educational rights?
41. Which individuals/institutions/organisations help you to express your views on your education?
42. What are the main barriers to claiming these rights?
43. Is there any educational issue that needs to be addressed right now?
44. What would you say are health / SRH rights? Give examples / illustrations.
45. Why are these rights important? Are you getting your SRH rights?
46. Who in your community / country are not getting their SRH rights?
47. Do you participate in decision-making in relation to your SRH? In what ways?

48. Has participating in decision-making improved the quality of your SRH?
49. What channels are available for you to make your voice heard in relation to your SRHR?
What can you as youth do about claiming your SRH rights?
50. Which individuals/institutions/organisations help you to express your views on your SRHR?
51. What are the main barriers to claiming these rights?
52. Is there any educational issue that needs to be addressed right now?
53. What needs to be done to ensure that youth are able to claim their right to education/SRH?
54. What needs to be done to ensure that youth are able to participate in decision-making about their education / SRH? *(prompt on particular organisations/associations that could be helpful)*
55. What do you want from this research that can help you to claim your right to education/health education/SRH education?
56. What do you want from this research that can help you to participate in decision-making about your education/SRH?

A4.5 Youth Researcher Protocols

This provides an outline of the approach to the Youth Researchers (YR). Each YR must be taken through the details of their participation, what is required of them and the limits of their actions. In most, if not all, research encounters the Country Researcher and Youth Researcher will collect the data at the same time. Exceptions will include informal observations and incidental interviews. Translations, explanations and interpretations will be a central part of the YRs' contribution.

INDUCTION

A. THE STUDY

This is to provide an overview of the research under the following headings and using existing documents and schedules prepared for data collection.

Study focus – refer to information sheet

Research design and methods

Their roles as researcher

Research instrument review

Confidentiality, consent and ethics

Translation of consent forms/information sheets for respondents unable to read English

Use of the study findings

Dissemination of findings

B. THEIR ROLE AS A RESEARCHER

Assist in research and report to Lead Country researcher

Interviews Conduct FGI with Youth (need to insert a gender question in the schedule)
 Conduct individual interviews with Partner Orgs Project Leader

Observations Part Orgs and institutions they work with / in
 Community contexts

Support	Youth in community Language, translation and interpretation including Accessing youth ideas/ views Understanding local cultural and social norms
Diary	Reflections on the process of each method and the research(written / audio) Summarise key points from interviews Provide text extracts to capture dominant meanings / points Complete the method pro forma

C. EQUIPMENT

They/ you will need

A notebook each (with pro forma stuck inside)

Pens

Recording equipment (digital recorders / flip video recorder / phones/) Disposable cameras

DIARY PROFORMA

1. Description of daily activities

- a. Date
- b. What did you do today? (Interview / observation)
- c. Where did each activity take place?

2. For each Interview

- a. Who did you talk to?
- b. What did **they** say about the following:
 - i. What does the project do?
 - ii. Which youth are involved in the project?
 - iii. How youth are brought into the project?
 - iv. What do the youth in the project do?
 - v. In what ways has the project been successful?
 - vi. How has the project influenced the lives of youth locally?
 - vii. How have the youth contributed to the project's success?
 - viii. What barriers have the projects encountered?
 - ix. What barriers have there been to youth participation in the project?
 - x. Which youth are NOT involved in the project? (for example girls) and why not?
 - xi. How might youth be better engaged in this project?
 - xii. What kinds of projects (not education / SRHR) might youth be more interested in engaging in?
 - xiii. How could youth be encouraged to engage more in projects?

3. In your view

What 3-5 key points were made in this interview?

4. What problems/issues were encountered in the interview?

How could we respond to these in future?

5. Please add any other comments here.

For each Observation

6. Which project did you observe?

7. What project activities did you see?

8. Which youth were involved in the project?

- a. What did the youth do in the project?
- b. Which youth were involved in the project?
- c. Which youth were most active in the project? Which were the least active?
- d. Were there any barriers to their active participation?
- e. What might make all youth more actively involved in the project activities?
- f. Which youth were NOT involved AT ALL in the project? (for example girls)
- g. How might more youth be involved in this project?

9. What 3-5 key points about youth participation in project activities would you make based on this observation?

10. Please add any other comments here.

YOUTH RESEARCHER DEBRIEF

This is an individual interview discussion with each YR, although they should be given this in advance to think and prepare their responses.

- 1. What 3-5 key points did you learn from the research?
- 2. What recommendations would you give to ON/Partners to improve youth participation in their projects?
- 3. What recommendations would you give to ON/Partners with respect to youth participation in claiming rights to education?
- 4. What recommendations would you give to ON/Partners with respect to youth participation in claiming SRH rights?
- 5. How do you think youth could be encouraged to engage in claiming their citizenship rights? (include both issues and the forms of communication)
- 6. What did you feel about the research process?
 - a. Why did you get involved in this research?
 - b. In what ways has this research benefitted you?
 - c. How has this research benefitted the youth participants you have interviewed?
 - d. What did you find good about this research?
 - e. How we might have done things better?
 - f. Were there aspects of your role that you found challenging?
 - g. How could we have better supported you in this role?
 - h. How might youth be supported to engage in youth project evaluations?

Appendix 5 Desk study examples of good practice in YAC

The literature review revealed examples of good practice in 'youth' participation, particularly in education which are elaborated here.

Oxfam GB: Pakistan

Oxfam GB is using an integrated programme to ensure greater access and better quality of education for girls in Pakistan (Oxfam GB, undated). This programme includes Access to Water, Sanitation and Hygiene (WASH) activities which have been implemented in 208 schools in six districts in Punjab. Oxfam GB and partners have installed or repaired toilets and handwashing facilities in schools. They have used a range of participatory methods to train 10,000 girls and 450 teachers to get across key messages about good hygiene practices. This has been followed up with advocacy and lobbying work with parents, teachers, communities and CSOs to demand better access to water and sanitation. The project team uses different tools such as health checklist, a Snakes and Ladders board game, other information, education and communication materials, and theatre to engage and ensure the active participation of girls, teachers, parents and members of the communities. After 12 to 18 months of the intervention, an increase was observed in both girls' enrolment and in their learning levels, suggesting that WASH activities enabled girls to stay in school, reduced absenteeism and increased their achievement levels.

USAID: Senegal

The Population Council, Senegal and Frontiers together have worked across different policy areas, utilising a strong research base and government partnerships to catalyse change in adolescent SRHR policy and practice (DFID, 2010). A network of coordinated strategies was used in this multi-dimensional programme. These included: research and pilot studies, exploration of sensitive SRH issues for youth, peer education, training of youth peer educators as well as education and health professionals, advocacy in communities and through religious organisations and CBOs, communications in different public meetings and through drama, and collaboration in the development and implementation of the programme.

In terms of YAC, a key outcome was the involvement of youth to inform the programme, as peer educators within the programme, in peer engagement in the delivery of a SRHR curriculum and in providing evaluation feedback. Over eight years, 28,000 young people in three urban regions were reached by peer education. In addition, 70 adolescents were recruited to act as peer educators, including at-risk youth, house servants, shoeshine boys, car washers, and teenage mothers. They delivered the SRHR programme of work incorporating formal and informal educational approaches and a core curriculum in the three pilot districts. This successful programme was supported by local civic and religious leaders and received an overwhelmingly positive community response.

Youth Advocacy Group (YAG): Nigeria

A group of 10 young people, aged 18-24, some undergraduates and others out-of-school, used advocacy to influence Nigeria's national legislation on HIV and AIDS anti-stigma and discrimination bill, in order to make it more responsive to the needs of young people in the education sector (Akinfaderin-Agarau and Fashola, 2011). This youth advocacy group (YAG) was formed by EVA (Education as a Vaccine) to implement advocacy activities in Nigeria. The YAG meets formally twice a month and receives daily technical support from EVA. Because of EVA's

personal relationship with the chairperson of the House Committee on HIV and AIDS, YAG was the first youth group that was invited to attend a formal public hearing of various stake holders to discuss the draft HIV/AIDS antidiscrimination bill. With support from EVA, YAG identified gaps in the bill and prepared their position paper which they presented at the public hearing. In a proactive approach, YAG did not rely on submission of the petition alone; it also worked to muster support from other young people. It developed a video, showcasing the story of one of the group's members, worked in partnership with student unions to organise campus education events and continued to have formal and informal follow-up meetings with the chairperson and members of the House Committee on HIV and AIDS. After a year-long process, the HIV and AIDS anti-discrimination bill was passed by the House of Representatives in October 2010, with YAG's recommendations incorporated.

The YAG launched the Red Card campaign to facilitate the passage of the bill by the Senate. The campaign ran for three weeks and targeted individuals and groups representing the States and constituencies of the members of the Senate Committee on Health. Youth were asked to exercise their electoral power by completing a template red post card with messages and stories about the effect of HIV stigma and discrimination. The cards were sent to the Senate, calling on senators to pass the bill. Young people above the age of 18 years, eligible to vote in the 2011 elections, were deliberately targeted as a means of getting the attention of their representatives.

To popularise the Red Card campaign, young people were encouraged to share the campaign message with their friends verbally and through social media channels. This included changing their Facebook profile picture to the red card and updating their profile status with campaign messages. As a result, young people outside YAG's immediate networks were able to contact the YAG to request cards to participate in the campaign. The cards were presented to the House Committee and its members on the 1st December 2010, World AIDS Day. This focused the attention of the Senate on the anti-stigma bill laying the foundation for the bill's passage in the Senate.

Entre Nós ('Between Us'): Brazil

Entre Nós ('Between Us') is an innovative multi-media campaign developed and implemented by Promundo, a Brazilian NGO based in Rio de Janeiro, and a group of young women and men peer educators known as JPEG (the acronym in Portuguese for Youth for Gender Equity) (Ricardo and Fonseca, 2008). The campaign targets Brazilian youth to engage in critical reflections on rigid ideas about gender in order to promote gender equality in Brazil. It addresses the gender-based expectations and power dynamics in intimate relationships that often underlie young women and men's vulnerability to HIV. In a radio-based soap opera, the storyline about a young couple and their friends tackles first sexual experiences, condom use, unplanned pregnancy and adolescent parenthood through the lenses of women's empowerment and gender equity.

A soap opera was chosen as a medium of communication because soap operas are a big part of popular culture in Brazil and appeal to different social groups, while the radio provided a low-cost alternative medium. To maximise its reach, the soap opera is played on local radio stations and in diverse settings where young people hang out, including schools, community centres, beauty salons, cyber cafes and snack bars. The airing of episodes is followed by peer educator-led discussion groups in which youth talk about the storyline linking it to their lives and relationships. The soap opera is also complemented by a set of comic books and a

soundtrack with songs set to popular music styles and lyrics inspired by the campaign themes. In addition to promoting gender equality, peer educators act as local resources for the community on sexual and reproductive health, violence against women and other campaign issues. The campaign brings together young women and men. The choice of a 'mixed' group ensured the campaign was accepted among youth in general and that its content was relevant and engaging to both women and men.

Promundo also runs Programmes H and M which are complementary interventions using education workshops and other community outreach strategies to engage the youth in critical reflections on gender and help them build the skills necessary to act in more empowered and equitable ways. An impact evaluation of Programme H in Rio de Janeiro reported an increase in self-reported condom use among young men who attended workshops, as well as a decrease in reported STI symptoms.

Yaari-Dosti (friendship or bonding among men): India

The *Yaar-Dosti* programme was adapted from the Brazilian programme discussed above. It aimed to promote gender equity among young men from low-income communities in Mumbai, India (Verma et al., 2006). The project involved formative work on gender, sexuality and masculinity, and educational activities with 126 young (married and unmarried) men, aged 18–29, over a six-month period.

The intervention strategies and key issues to be addressed were determined by discussions with parents, community members, young men and older men who had significant influence over the younger men. Peer educators were selected from the community and were given two-week trainings on gender and HIV related issues, facilitation skills and qualitative data collection methods. Intervention activities were developed involving young men (but also two women) from the community, religious leaders, community members and NGO leaders. An evaluation of the study suggests that young men became less supportive of inequitable gender norms after participating in the interventions (Verma et al., 2008). Similarly, there were significant improvements among intervention participants in key outcome indicators, including condom use, partner communication, partner violence, and attitudes toward people living with HIV. This study also showed that change in attitudes and behaviours is a complex and gradual process. Qualitative observation of those who attended the sessions suggests that changes among the young men happened in stages. In the initial stages of the intervention, young men who came into the sessions often denied the idea of gender-based inequality in their society and in their individual actions. As they progressed through the sessions, they moved their positions toward accepting that gender-based inequality does exist. Further into the intervention, they acknowledged that some of their attitudes and behaviours were gender inequitable, and that it would be beneficial to change these views.

SRHR peer education (NAC): Uganda

Young Empowered and Healthy (YEAH) is a nationally-recognised sexual health campaign for and by young people in Uganda which was launched in 2004 (DFID, 2010). At an early stage YEAH identified that HIV and other SRH programmes in Uganda needed to include both males and females as it is often males who contribute to female vulnerabilities. In terms of process, YEAH uses multimedia including radio and drama to reach youth and it is implemented by Communication for Development Foundation Uganda (CDFU) with technical assistance from Health Communication Partnership (HCP). The impact of outreach and communication

strategies has been enhanced by this strong partnership in which responsibility is divided on a regional basis. Regional young people's advisory groups (YAGs) have been formed through which young people are involved and consulted in all stages of campaign development—planning, implementation and evaluation. Alongside this Civil Society Organisations (CSOs) work closely with district teams which reduces unnecessary duplication of work. An initial assessment of the SRHR needs of local communities informs planning, strategy design and the development of materials for pre-testing. This is followed by dissemination of SRHR education resources through peer educators, and the implementation of SRHR campaigns over a two-year cycle. Monitoring and evaluation provides the basis for re-planning. A 2008 YEAH impact survey showed that many of the campaigns reach a substantial proportion of young men (46% - 66%) and women (32% - 70%).

Gender Equity Movement in Schools: India

The International Center for Research on Women (ICRW), in partnership with the Committee of Resource Organizations for Literacy (CORO) and the Tata Institute for Social Sciences (TISS), developed a school-based programme entitled "Gender Equity Movement in Schools," (GEMS), for students in Grades VI and VII (Achyut et al., 2011). GEMS promotes gender equality by encouraging equal relationships between girls and boys, examining the social norms that define men's and women's roles, and questioning the use of violence. The first phase of the programme was implemented in Mumbai public schools across two academic years (2008-09 and 2009-10), reaching more than 8,000 girls and boys ages 12-14. In the second phase, currently underway, GEMS is being scaled up to over 250 schools in Mumbai.

The Group Education Activities (GEA) used participatory methodologies such as role plays, games, debates and discussions to engage students in meaningful and relevant interactions and reflection about key issues. In the case of GEMS, the GEA were conducted by trained facilitators and held during the regular school day. The first year covered three themes: gender, the body and violence. The sessions in year two focused on deepening students' understanding of gender and building skills to respond positively to discrimination and violence. The GEMS school campaign was a week-long series of events designed in consultation with the students and involved games, competitions, debates and short plays. Evaluation of the study indicates that students in both intervention group report more positive outcomes compared to those in the control group. The outcome variables that demonstrate the greatest changes are clustered around appropriate roles for women and men and girls and boys. The data on self-reported changes in behaviour are particularly encouraging, suggesting that girls and especially boys are taking steps in their lives that reflect the aims of the GEMS programme. The findings on how students are responding to violence in the intervention schools indicate a positive shift.

The Development Initiative Supporting Healthy Adolescents (DISHA): India

DISHA was one of the first large-scale integrated programmes in India which addressed the broader context of young people's sexual and reproductive health needs (Kanesathasan, 2008). In addition to providing youth with sexual and reproductive health information and services, the programme sought to tackle the social and economic constraints that often limit their choices and actions. DISHA was designed, implemented and evaluated by the International Center for Research on Women (ICRW) and local partners in the Indian states of Bihar and Jharkhand. These two states are among India's least developed and are characterised by poorly-functioning public health systems, persistently high fertility rates, poor reproductive health

outcomes and conservative gender norms. DISHA's integrated programme was conducted in 176 villages over a two-year period, from 2005 to 2007.

The youth skills and capacity component focused on building skills in areas such as communication, negotiation and leadership. It also worked to build young people's self-confidence and decision-making abilities through youth groups and youth resource centres. Married and unmarried peer educators were recruited and trained to provide information, counselling, support and referrals to youth through youth groups and individual sessions; and providing training opportunities for income generation. The programme mobilised community support for youth SRH needs through engaging community leaders and undertaking mass communication activities and creating partnerships between adults and youth groups. The intervention also provided youth-friendly health services based on the basis of input from the youth.

An evaluation of DISHA indicated that the programme was successful in shifting youth and adult knowledge and attitudes around early marriage and reproductive health (Kanesathasan, 2008). While the impact of the programme was stronger in changing norms around certain dimensions of empowerment (spousal communication, self-efficacy within the context of marriage and mobility), changes in other empowerment measures (communication with elders and self-efficacy prior to marriage) were not as robust. The project also increased youth awareness of and access to reproductive health services.